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| **Subject / Course:** Science | **TC Name:** Hailey S. Saunders | |
| **Grade Level:** 8 | **Date:** October 19, 2010 | |
| **Topic:** Comparing Plant and Animal Cells | **Time of Class:** 40 minutes | |
| **AT Name:** Rosa Antunes-Casey | **Room # / Location:** Room 209 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**:  |  | | --- | | * Compare the structure and function of plant and animal cells (3.3) * Use a microscope correctly and safely to find and observe components of plant and animal cells *(e.g., using a prepared slid)*and make accurate drawings of their observations (2.2) | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | By the end of the lesson   * Students will list organelles which are found in each type of cell * Students will apply their knowledge to explain need for different types of organelles in   a plant cell | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Behavioural Needs:** | The seating plan will be changed once the students come into the room so that students who tend to be unfocused are seated separately and near the front of the room. | | | |

**3. Learning Environment**

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| Desks are arranged in groups of 4 and students will be moved at the beginning of the period so that students who usually act out are in “prime real estate (PR)”.  PROJECTOR  C  H  A  L  K  B  O  AR  D  SIDE COUNTER  PR  PR  PR |

**4. The Overview (Agenda) for your lesson:**

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| Comparing Plant and Animal Cells   1. Plant and Animal Cell slides 2. Handout: Diagrams & Chart 3. Application questions |

**5. Resources and Materials for your class**

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| Materials provided by teacher:  Material   * Prepared animal and plant cell slides * Compound light microscopes * Science textbooks   Handouts   * 25 Handouts: Comparing Plant and Animal Cells: Microscope Activity * *These material numbers are assuming a class size of 24.*   Materials provided by student:   * Pencil |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| 5min | Instruction | 1. Explain handout to students. 2. Give one handout to each student. 3. Give one microscope with a plant slide and one with an animal slide to each table group. (1 set per 2 pair). |
| 30min | Activity | 1. As students look at the prepared slides and fill out their handout, teacher will circulate to keep students on task and answer any questions. |
| 5min | Consolidation | 1. Microscopes will be returned to the side counter. 2. Textbooks will be returned to the front of the class. 3. If students have not completed their handout they will do so for homework. |

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| 1. **Assessment and Evaluation** |
| * The handout will be kept in the students’ science duotangs and checked by the teacher for completion and understanding.  |  | | --- | | **Associate/Advisor Comments:** | |
| 1. **Reflections** |
| 1. **Effectiveness of Lesson    *What was effective / ineffective in your lesson?*** *– include at least 3 lesson elements that were ineffective / effective? or What went well in your lesson? Or What did not go so well? Or What did the students enjoy? How did your planning or delivery turn out? Did your teaching / learning strategies work effectively or not for subject content and class? Consider the entire lesson and the reaction of students.*  ***How do you know?*** *Provide evidence from student work, student questions asked and informal assessment. Think about examples of how the lesson progressed, engagement of students, flow of delivery, time management.* ***Next steps?*** *Indicate what steps you are going to take to continue to work on your three elements identified.*  |  |  |  | | --- | --- | --- | | **What was effective / ineffective in your lesson?** | **How do you know?** | **Next steps for improvement?** | |  |  |  | |  |  |  | |  |  |  | |
| 1. **Effectiveness as a Teacher    *What was effective / ineffective about you as a teacher?*** *– include at least 3 teacher elements that you did that were effective or ineffective. Did you ask good questions? Did you motivate students? What did* ***YOU*** *do well? This would be a section describing your strengths and areas for improvement – volume, eye contact, body language, questioning skills, responding to questions, comfort with material, confidence, delivery, board writing, vocabulary.* ***How do you know?*** *What evidence do you have that you, as a teacher, were or were not effective? Think about examples of what you said, did, reacted to, felt as examples of your three elements.* ***Next steps?*** *Indicate what steps you are going to take to continue to work on your three elements identified.*  |  |  |  | | --- | --- | --- | | **What was effective / ineffective about you as a teacher?** | **How do you know?** | **Next steps for improvement?** | |  |  |  | |  |  |  | |  |  |  | |

Name: . Date: .

**Comparing Plant and Animal Cells  
Microscope Activity**

In the boxes below, draw what you see in the prepared slides.

**Plant Cell Animal Cell**

*Applying your Knowledge*

Using what you have learned in class and any other resources (e.g. text book, internet, older sibling) answer the following questions.

1. Why do you think plant cells need chloroplasts and animal cells do not?
2. Compare and contrast the cell membrane and the cell wall.

In the table below, define and describe the function of each of the organelles listed.

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| **Organelle** | **Function** |
| Cell Membrane |  |
| Cytoplasm |  |
| Nucleus |  |
| Cell Wall |  |
| Vacuole |  |
| Chloroplast |  |